

**THE INFLUENCE OF USING COMIC STRIP TOWARDS STUDENTS'
READING COMPREHENSION ON RECOUNT TEXT AT
THE FIRST SEMESTER OF TENTH GRADE OF
SMK IT ICERA BABATAN IN THE
2019/2020 ACADEMIC YEAR**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree



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ABSTRACT

THE INFLUENCE OF USING COMIC STRIP TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE FIRST SEMESTER OF TENTH GRADE OF SMK IT ICERA BABATAN IN THE 2019/2020 ACADEMIC YEAR

By: Nani Susanti

Reading is one of language skills that should be mastered by the students. In reading the text, readers can find the knowledge and get information from printed text. The students' comprehension of SMK IT ICERA Babatan is still low especially in reading recount text. It can be seen from the students' reading score in preliminary research. There were 76% of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem, the researcher applied comic strips. The objective of this research is to know whether there is a significant influence of using comic strip towards students' reading comprehension on recount text at the tenth grade of SMK IT ICERA Babatan in 2019/2020 academic year.

The research methodology was quasi experimental design. In this research, the population was the tenth grade of SMK IT ICERA Babatan. The samples of this research were two classes consisting of 34 students for experimental class and 30 students for control class. In the experimental class, the researcher used comic strip and in the control class the teacher used short story. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting data, the researcher used instrument in the form of multiple choice questions which had been tried out prior to the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. After conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS (Statistical Package for The Social Sciences) to compute independent sample t-test.

From the data analysis computed by SPSS, it was obtained that $Sig. = 0.035$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.035 < 0.05$. Therefore, there was significant influence of using comic strips towards student's reading comprehension on recount text in 2019/2020.

Key words: reading comprehension, recount text, comic strip



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DECLARATION

I hereby state that this undergraduate thesis entitled “The influence of using comic strips towards students’ reading comprehension on recount text of the tenth grade of SMK IT ICERA Babatan in the academic year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources they are properly acknowledged in this undergraduate thesis.

Bandar Lampung, September 2019



MOTTO

وَقُرْآنًا فَرَقْنَاهُ لِتَقْرَأَهُ عَلَى النَّاسِ عَلَى مُكْثٍ وَنَزَّلْنَاهُ تَنْزِيلًا

“And it is a Quran which we have revealed in portions so that you may read it to the people by slow degrees, and we have revealed it, revealing in portions.” (QS. Al-isra’ ayat 106)¹

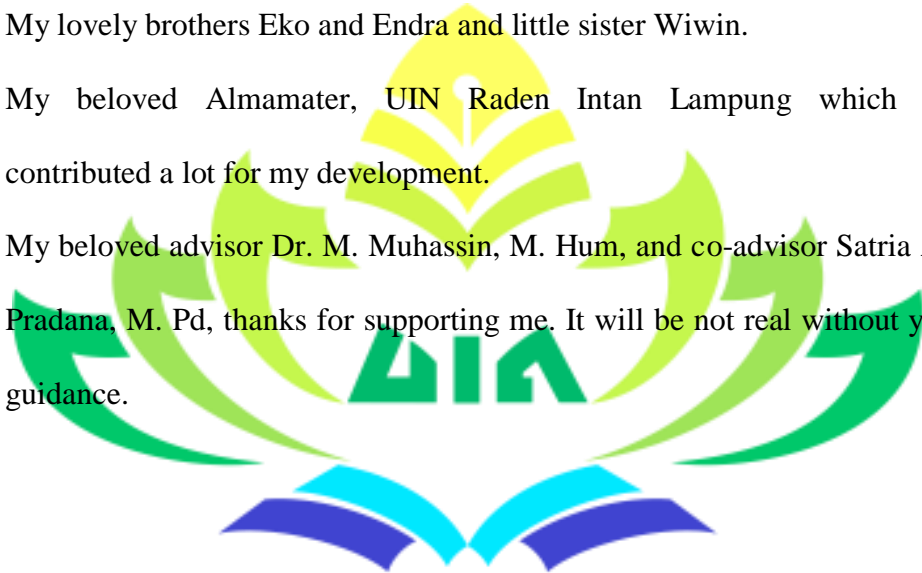


¹ Departemen Agama Islam RI, Al-Qur'an dan Terjemahannya, (CV Pustaka Agung Harapan Surabaya, 2006), P. 293

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like dedicate the thesis to:

1. The greatest inspiration in my life is my beloved father Mr Sugiono and my mother, Ms Marni, for their love, support, patience and guidance.
2. My lovely brothers Eko and Endra and little sister Wiwin.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.
4. My beloved advisor Dr. M. Muhassin, M. Hum, and co-advisor Satria Adi Pradana, M. Pd, thanks for supporting me. It will be not real without your guidance.



CURRICULUM VITAE

Nani Susanti was born in Babatan on April 16th, 1997. She is the third child of Mr. Sugiono, and Ms. Marni. She has two brothers their name Eko Waluyo and Endra Purnama and one little sister her name Wiwin Minarsih. Nani began her school at SD Negeri 3 Babatan in 2002 and graduated in 2008. After that, she continued her study to SMP Negeri 1 Katibung graduated in 2011. In the same year, she continued her study in SMK Negeri 1 Kalianda and graduated in 2014. After that, she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and teacher Training Faculty.



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Bandar Lampung, October2019
The researcher,

Nani Susanti
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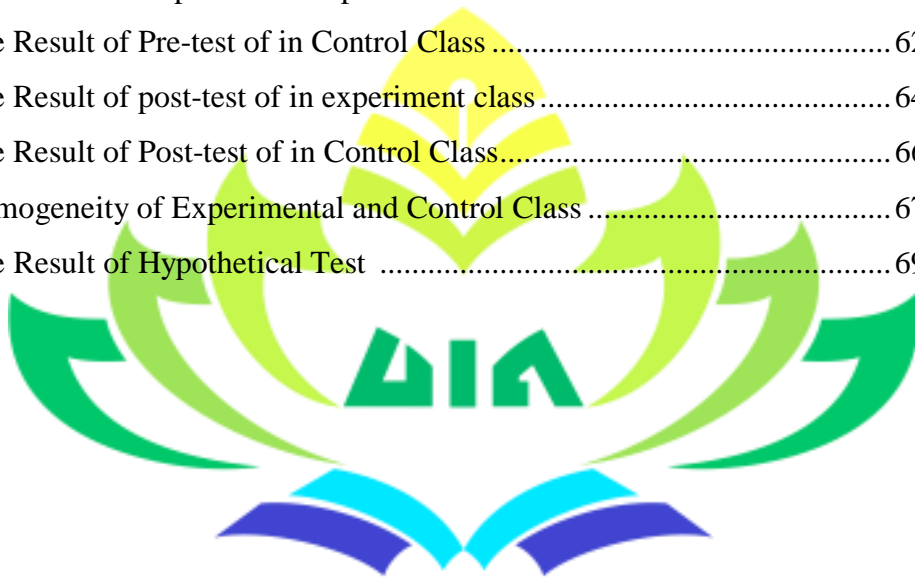
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CHAPTER I INTRODUCTION

A. Background of the Problem

We live as a social being. We need to communicate to each other. The purpose of communication is to express the information, mind, feeling, knowledge among us, it must be done effectively so that the purpose are delivered properly. In order to communicate with others, the connector is needed.

In this term, the connector means language. According to Harmer, language is used widely for communication between people who do not share the same first (or even second) language.² It means that language is communication tool for help everyone in the world. Indonesian people are using English as a international language to communicate with foreigner because they don't have same first language. English cannot only be seen as a tool of communication, but also as an ability which should be mastered by the students. They are four basic skills in learning English they are listening, speaking, reading and writing.

For Indonesian students, reading skill is crucial to success in our educational system. Huckin, Haynes, & Coady in AL-Ghazo stated that the English reading ability is the mosr important component of English performance, particularly in an academic setting.³ It mens that to get the knowledge/information from English textbook, to understand written communication such as instruction

² Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate : Longman, 4th edition, 2007), p. 13

³ Abeer AL-Ghazo, "The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students", *Internatioan Journal of English and Education*, Vol. 4 No. 3 (July 2015), p. 93, available on <https://pdfs.SQ3R.holar.org.22wer333d.pdf>, accessed on Tuesday 13 March 2019

from the teacher and also to confront English written test in their examination, all of them need reading skill.

As matter of fact, reading is a simple activity, but actually, it is a complex activity. We do not just speak to symbol that forms writing but also to understand the purpose of the text. In reading, students are expected to observe, understand and think. The most important thing in teaching and learning reading comprehension is the reading material. According to Pardo in Ayfer Sahin, reading comprehension is the process of meaning construction as the result of blending content and knowledge and skills during reader text introduction⁴. It is assumed that reading comprehension is a process of activity to get the meaning or knowledge from text. The connections between the information in the text and the information in the reader's head make a conclusion about the author's meaning.

The goal of reading needs comprehension. In order to comprehend the text, students must be able to decode the words on the page and to extract meaning. As we know that reading is a receptive skill through the understanding of the vocabulary, grammar, and sentence structure. Moreover, by reading students receive a lot of knowledge, then a lot of reading will broaden our thinking about information. However, according to Rokhasari in M. Saber, reading is not just the process of analyzing vocabularies and structures of the sentences, different reading strategies to read successfully in English⁵. It means

⁴ Ayfer Sahin, "The Effect of Text Types on Reading Comprehension" Vol. 3 No. 2, MIJE 2013, p. 58. Available on :<https://www.google.com/url?sa=t&source=web&rct=j&url=>, accessed on Tuesday 13 March 2019

⁵ M. Saber Khaghaninejad et al., "Examining The Effects of Strategy Based Instruction of Reading Passages to Iranian Undergraduate EFL Learners". International Journal of English Language and Literature Studies, Vol. 4 No. 2 (April 2015), p. 97, Available on :

that the technique used by the teacher to teach reading comprehension is one of the most important aspects to achieve success in learning.

Based on the interview with English teacher and students of tenth grade, the technique that is used by the teacher is teacher centered, and the teacher usually does not use a specific technique that focuses on reading comprehension. The teacher just explains the material and the text, then she corrected what students read by asking them to answer the questions related to the text, and finally to discuss them to the whole class. He said that the weaknesses of the students in reading recount text are the students have lack of vocabulary, they often found difficulties to get the meaning of the text, and their reading interest is quite less. Then, the problems make the students' less competent in reading comprehension. There were five questions with 64 respondents. Based on the result of interview, these were the problems among others: (1) students said that they did not like studying English subject. They thought that English was very hard to be learned because sometime they could not understand what the teacher said when English is used in the classroom; (2) the result from interview was some students still got difficulties in comprehending reading text. The students were passive when teaching reading occurred.⁶

Related to preliminary research, the researcher found that some students had low score in reading. The students' score can be seen in Table 1.

<https://www.google.com/url?sa=t&source=web&rct=j&url=https://id.scribd.com/document/327924144/10-Foucault-M-Saber-y-verdad-> accessed on Tuesday 13 March 2019

⁶ Interview X SMK IT ICERA. 12 February 2019

Table 1
The Students Reading Score at the Tenth Grade SMK IT ICERA Babatan In
2019/2020 Academic Year

| No | Range | Qualification | Class | | | Number of Students | Percentage % |
|--------------|----------|---------------|-----------|-----------|-----------|--------------------|--------------|
| | | | X1 | X2 | X3 | | |
| 1 | 90-100 | Excellent | - | - | - | - | - |
| 2 | 80-89 | Good | - | - | - | - | - |
| 3 | 70-79 | Adequate | 5 | 5 | 5 | 15 | 16% |
| 4 | 60-69 | Inadequate | 15 | 11 | 13 | 39 | 41% |
| 5 | Below 60 | Failing | 14 | 14 | 14 | 42 | 44% |
| Total | | | 34 | 30 | 32 | 96 | 100% |

Source: The data of Reading Score at the Tenth Grade of SMK IT ICERA Babatan in the Academic Year of 2019/2020

The students also made so many mistakes of rules on their reading comprehension and their score was very low less than 70. According to Brown the criteria of reading score is still poor if the students reading score get under 60.⁷ Based on the data obtained by reading test from the students of the tenth grade only (16%) students got score above criteria and (42%) students got under criteria.

These problems make a challenge for teacher to create a new atmosphere in learning to reading activities. Forgan and Mangrum in Al-Ghazo stated if you want your students to read textual material effectively and efficiently, you must teach the appropriate study skill and study strategies⁸ many researcher that comprehension strategies help the learners to understand the reading more effectively.

⁷ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 287

⁸ Abeer Al-Ghazo, "The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordania University Students". *International Journal of English and Education*, Vol. 4 No. 3 (July 2015), p. 93-94, Available on : https://www.google.com/url?sa=t&source=web&rct=j&url=http://ijee.org/yahoo_site_admin/assets/docs/9.19010631, accessed on Tuesday 13 March 2019

The media used by the teacher also gives a great effect on influencing students' reading comprehension. Harmer states that various interesting media must be applied to encourage students because one of the greatest enemies of successful learning is student's boredom⁹. Teaching reading through comic strips is considered as an interesting teaching strategy. Sabay states that comics are usually funny; therefore, applying them to methodological purpose have the same effect as using games in teaching English, it brings a cheerful atmosphere into the class¹⁰. Student's boredom will be vanished if the teachers employ interesting media in teaching. If the students are attracted to the lesson, then the teaching activity will go smoothly and the students will understand the lesson. Furthermore, the Ministry of Education issued the content standards of the curriculum for reading. For Senior High School of the Tenth Grade, they are required to be able to master reading comprehension which is based on the content standards of the curriculum.

There several previous research that relevant to this research as concluded by Farida Arroyani from Walisongo State Institute for Islamic Studies Semarang on 2010, which discussed about The Effectiveness of Teaching using Comic Strips to Facilitates Students' Reading Comprehension Skill on Narrative Text. There are differentces between previous research and present research. The previous research has been done at SMP N 2 Tanggungharjo Grobongan, meanwhile the present research will be done at SMK IT ICERA Babatan. She

¹⁰ Noemi C. Sabay. "Using Comic Strip in Language Classes". English Teaching Forum Vol. 44 No 1 (2006), p. 24. Available on : <https://www.google.com/url?sa=t&sourSabay>, accessed on Tuesday 13 March 2019

used comic strips to teacher reading comprehension of narrative text, beside this research will use comic strips to teach reading comprehension of recount text¹¹.

The other previous research has been applied by Muhammad Muhajirin from Muhammadiyah University on 2018 entitled the use comic strips to Increase Students Writing Ability in Narrative Text Outline at the Eight Grade Students of MTs, Al-Arif Gempol. The difference between his research and my research. He used comic strips to teach writing ability in narrative text. Meanwhile the present research will use comic strips to teach reading comprehension on recount text.¹²

Therefore, the researcher had conducted the research entitled **“The Influence of Using Comic Strips Towards Students’ Reading Comprehension on Recount Text at the First Semester of Tenth Grade of SMK IT ICERA in the 2019/2020 Academic Year”**.

B. Identification of the Research

Based on the background above the researcher would like to identify some problems, as follows:

1. Students did not get the meaning of the text
2. Students was lack vocabulary

¹¹ Farida Arroyani, *The Effectiveness of Teaching using Comic Strips to Facilitates Students’ Reading Comprehension Skill on Narrative Text at the Grade of SMP N 2 Tanggunharjo Grobogan*, (Walisongo State Institute for Islamic Studies Semarang, 2010), p. 14, Available on : https://www.google.com/url?sa=t&source=web&rct=j&url=https://ijee.org/yahoo_/assets/docs. accessed on Tuesday 13 March 2019

¹² Muhammad Muhajirin, *the use comic strips to Increase Students Writing Ability in Narrative Text Outline at the Eight Grade Students of MTs, Al-Arif Gempol*, (Sidoarjo Muhammadiyah University, 2018), p. 5, Available on : <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/> on/. accessed on Tuesday 13 March 2019

3. The students' interest in reading quite less because they did not have motivation in reading

C. Limitation of the Research

Based on the identification above, the limitation of the problem is needed. The limit of the problem is intended to investigate the influence of using comic strips toward students' reading comprehension on recount text focus on personal recount at the first semester of the tenth grade of SMK IT ICERA Babatan 2019/2020 academic year.

D. Formulation of the Research

Based on the identification and limitation of the problem above, the problems which come up in this research is formulated as follows: Is there any significant influence of comic strips toward students' reading comprehension on recount text at the first semester of the tenth grade of SMK IT ICERA Babatan 2019/2020 academic year.

E. Objective of the Research

Based on the formulation of the problem, the objective of this research is to investigate whether or not there is significant influence of using comic strips toward students' reading comprehension on recount text at the first semester of the tenth grade of SMK IT ICERA Babatan 2019/2020.

F. Significance of the Research

The results of the study are expected to be meaningful for:

1. Theoretically

The result of this research may become new information to the English teacher about how to influence the students' reading comprehension in reading class by using Comic Strips.

2. Practically

a. The researcher

The result of this research is expected to be used to support the theory which will be explained about the effect of comic strips toward students' reading comprehension on recount text at the First Semester of the Tenth Grade of Senior High School.

b. The Teacher

The finding of the research was expected to provide information for an effective learning using comic strip to improve students' reading comprehension.

c. The students

The finding of the research was expected to offer interesting and various learning experience. So, they were participate in the reading class more actively.

d. The school

It is expected that comic strip can become an interesting media and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity could not monotonous.

G. The Scope of the Research

1. Subject of the Research

The subject of the research was the students at the first semester of the tenth grade of SMK IT ICERA Babatan 2019/2020.

2. Object of the research

The object of the study was students' reading comprehension on Recount text using Comic Strips at the first semester of the tenth grade of SMK IT ICERA Babatan 2019/2020.

3. The place of the research

The research was concluded at SMK IT ICERA Babatan.

4. The time of the Research

The research was in the academic year 2019/2020.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English as Foreign Language (TEFL)

There are several definitions about teaching. According to Patel, teaching is a process, teacher teaches students and students learn from teacher. In process of teaching learning process effective¹³. It means that teaching is a process that occurs between teacher and learners who give each other feedback. Teacher is a person that has more knowledge than learner and learner need additional knowledge. Teachers are allowed to use anything such as media or anything useful during his teaching to help his or her teaching process be more successful.

Teaching means a conversation between teacher and learners about the study that the learner is going to learn during at class. Teaching is defined as an interactive teacher and pupil and occurs during certain definable activities¹⁴. It means that in the teaching learning process there are contact between teacher and learner, such as questioning and answering activities, think and share each other, giving and accepting, asking and doing. Therefore, teaching also mentioned not a static process but it is a dynamic process.

Teaching also means a process of transferring the knowledge from the teacher to the learners which happens in a class. As Brown states the teaching

¹³ M. F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)*, (Vaishali Nagar : Sunrise, 2008), p. 57

¹⁴ Edmund Amidon, *Fundamental Aspect of Educational Technology*, (New Delhi: Madan Sachdeva Publisher, 2002), p. 56

is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge, causing to know or understand¹⁵. In learning process, teacher as a facilitator setting the conditions in learning process effectively. Teaching is not only learning material in class, any activities happen during the teaching and learning process is also called teaching.

*Communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by the teachers also reveals that the dominant communicative activity of each English skill implemented in TEFL is the teachers' asking the question in speaking, note-taking in listening, pre-question in reading, and making sentences in writing.*¹⁶

Based on the explanation above, teaching is a process transferring knowledge that occurs between teacher and learner in the classroom using media or technique to create effective condition. The interactive process such as questioning and answering activities, think and share option occurred dynamically. Teaching learning process helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand, therefore teaching process is making people who do not know became know something.

¹⁵ H, Douglas Brown, *Principle of Language Learning and Teaching*, Angle Cliffs. N.J.: Prentice Hall, 2007), p. 8

¹⁶ Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung," *Humaniora* 7, no. 4 (October 30, 2016): 1, <https://doi.org/10.21512/humaniora.v7i4.3601>.

B. Reading

As one of four skills which should be mastered by the students, reading is needed by people around the world¹⁷. It means that reading is becomes an important activity. Reading means to understand the meaning of printed words i.e. written symbol.¹⁸ It means that reading is an activity which has close relation with a written text as a medium. Reading also is an active process which requires reader to understand the meaning of words and symbols.

Reading is important skill in learning English. To learn reading, we absolutely need to know the definition of reading. According to Jennifer, reading is thinking and understanding and getting at the meaning behind the text.¹⁹ It means that reading is a process where the readers constructing meaning from the word. In line with Jennifer, Patel states that reading an active process which consists of recognition and comprehension and gets the information from printed text. In this process, the reader tries to create the meaning intended by the author. Additional statement by William, reading is the process of receiving and interpreting information encoded in language via the medium of the print. Reading is centrally a comprehending process²⁰. It means that the goal of reading to comprehend the text and get the information

¹⁷ Satria Adi Pradana, "The Analysis of Teaching and Learning Reading Through Think-Aloud Method", *ELT-Echo*, Vol 2 No. 2 (November 2017), p. 170, Available on <https://scholar.google.co.id/citations?user=Gv9DB> accessed on Tuesday 09 July 2019.

¹⁸ M. F Patel and Praveen M. Jain, *Op. Cit.*, p. 113

¹⁹ Jennifer Serravallo, *Teaching Reading in Small Groups*, (Heinemann: Library of Congress Cataloging, 2010), p.43

²⁰ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), p.14

from the text. While reading the text, the readers are receiving and interpreting information from the text, they practice their self to transferring the information that the writer conveys.

Reading a difficult activity, but it becomes easy when the reader often practices to comprehend the text and practice to understand the meaning of each word. Like a statement from Andrew, reading is constantly developing skill. Like any skill, we get better at reading by practicing²¹. Reading ability will be developed best in association with writing, listening, and speaking activity. Thus, reading will be better if the process is combined with other skill because it can improve both of those two skills.

Based on the explanation above, reading the activity process to comprehend and transfer what the information is conveyed by the writer in the written text more practice in reading will give better comprehension for the reader and they will be easy to face many types of text. Therefore, reading helps the reader to get new information by understanding the meaning from the text.

C. Types of Reading

According to Nation, generally reading is divided into two types, they are intensive reading and extensive reading. The definition of each type is as follows:

²¹ Andrew P. Johnson, *Teaching Reading and Writing: a Guidebook for Tutoring and Remediating Student*, (Lanham: Rowman & Littlefield Education. 2008) p. 4

1) Intensive Reading

Intensive study of reading text can be meant of increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners.²² It means that intensive reading is reading with accuracy to comprehend the text. It can be done with learners and teachers. Intensive reading usually involves translation and to comprehend the text. Using translation to active that the learners understand about the text, it can make the process of comprehend easier. Intensive work on reading text can focus on aspect such us comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies.²³

2) Extensive reading is a form of learning from meaning- focused input. During extensive reading learners should be interested in what they are reading. ²⁴It means that extensive reading is learning process with accuracy. While reading the text, the learners should be engaged with the text and focus with the text which they read. The reader also should pay attention to get the meaning of the text. Day and Bamford state that characterise extensive reading is involving large quantity of varied, self selected, enjoyable reading at s reasonably fluent speed.

²² I. S. P. Nastion, *Teacher ESL/EFL Reading and Writing*, (New York : Routledge, 2009), p. 25

²³ *Ibid*, p. 27

²⁴ *Ibid*, p. 59

Not all text for extensive reading need to be simplified texts as there are other ways of helping with the vocabulary load of extensive reading such as glossing, computer – assisted reading, elaboration.

Based on those explanations, it can be concluded the intensive reading is a technique of reading to increasing their comprehension in understand language features (regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies) from a text by using translation to make easier in understand the text. Furthermore, extensive reading is a process of reading text with accuracy. The researcher used intensive reading because the researcher just focused on students' understanding in reading text so that intensive would be really appropriate for the students.

D. Reading Comprehension

The crucial goal in reading is to comprehend the information from the text itself. Comprehension is the center of reading²⁵. It means that comprehension is the ability to understand completely and be familiar with situation and fact. According to Kintsch comprehension is not a single unitary process. It starts from the moving of word on the page to meaning in the mind, the recognizing of individuals word by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning, and finally connect these words into idea units. It means that

²⁵ Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p. 90

comprehension the ability of someone to make a connection between the information in the text and the information in the reader's head. Make a conclusion about the author's meaning.

Reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies. It means comprehension is ability to understand about something, in order that, the students are able to answer and understand reading question forms.

Reading comprehension involves much more than the reader's responses to the text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself interest in text, understanding of the types)²⁶. It means that successful reading comprehension is dependent on the reader, whether they have good previous knowledge, good reading, high reading interest, or easy to understand the text or not.

Based on the explanation above, Reading comprehension is important, not only for the contract the meaning of the text, but also to get the conclusion from the text as a product of its process. Reading comprehension is a complex text there are many different cognitive skills and abilities which related to it such as previous knowledge, good reading strategy, and high reading interest. Likewise, good reading comprehension will depend on good language understanding more generally. Reading comprehension brings

²⁶ Klingner, J.K., Vaughn, S., and Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guilford Press, 2007), p. 8

students to succeed in their examination because by comprehend the material before, they will remember much more, it helps them do the exam.

There are some features which should be involved in assessing the students' reading comprehension. They are:

- a) Main idea,
- b) Expression/idiom/phrases in context,
- c) Inference (implied detail),
- d) Grammatical features,
- e) Detail (scanning for a specifically stated detail),
- f) Excluding facts not written (unstated details),
- g) the supporting idea(s),
- h) Vocabulary in context²⁷

There are eight features of reading comprehension assessment. In this case, these features are provided to Measures the students' achievement in reading comprehension.

E. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning²⁸. It means that in teaching and learning activities for their learning activities. in the teaching process, the teacher must facilitate and learn a more interesting process to make students

²⁷ H. Douglas Brown, *Language Assesment: Priciple and Classroom Practices*, (San Fransisco: Pearson Education, 2003), p.206

²⁸ H. Douglas Brown, *Participles of Language Learning and Teaching*, (San Fransisco: Pearson Education, 1941), p.8

comfortable in the learning process so that the class becomes active and not boring.

Teaching reading is useful for other purposes. Any exposure to English (provided students to understand it more or less) is a good thing for English students²⁹. It means that teaching reading can make the students understanding of the text. Teaching reading activity needs important for the students, the students can understand what they read and how to read.

Teaching reading can provide students with many opportunities to study languages, like vocabulary, grammar, punctuation, and the way we construct sentence, paragraph and, texts. During teaching the reading process, we must pay attention to the principles of teaching reading³⁰. Teaching reading process of the collaboration of teacher and students, the process can be transferring knowledge. In teaching reading the learners also learn about the language in the text. Students can get opportunities to learn grammar, like tenses that used in the text.

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- 1) Reading is not a passive skill
- 2) Students need to be engaged with what they are reading
- 3) Students should be encouraged to respond to the content of the reading text, not just to the language
- 4) Prediction is a major factor in reading

²⁹ Jeremy Harmer, *How to Teach English (an introduction to the practice of English language teaching)*, (Harlow : Longman, 2001), p. 68

³⁰ *Ibid* p.82

- 5) Match the task to the topic
- 6) Good teacher exploit reading texts to the full ³¹

Based on the definition above, it means that teaching reading is not passive learning. Students must enjoy during the reading process. As we know the advantages of reading are to give the students knowing that the never know before, teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be the partner to make the teaching process more active and effective.

F. Definition of Text

In reading activity, a text is needed as a medium for reader. Text is usually taken as referring to the product - especially the product in its written form, since this is most clearly perceptible as an object³². It means that the form of text is written product whether the printed out or soft file. People use a text to read to get information from it.

According to Knapp and Watkins, there are two main categories of text, literary and factual text. Literary texts include novels, epics, poems, dramas and sagas. Factual text deal with the exchange of knowledge (learning) in all of the learning areas.³³ It means that the different of those two texts are in the purpose. Literary text is a written product to enter training

³¹ *Ibid* p.70

³² M. A. K. Halliday and Cristian M. I. M Mattheissen, *An Introduction to Functional Grammar* (3rd ed), (London: Oxford University Press, 2004), p. 542

³³ Peter Knapp & Megan Watkins, *Genre, Text, Grammar*, (Sidne: University of New South Wales Press Ltd, 2005), p.30

people, while factual text is written product that describes something based on facts to learning process.

Based on the explanation above, there two categories of texts, they are literary and factual text. Literary text is a written product to enter training people, such as novels, epics, poems, dramas and sagas, while factual text is written product that describes something based on facts to learning process. Based on facts to the learning process, such as biographies, autobiographies, science, phenomena, and arts.

1. Type of Text

The texts are classified into genres based on the writer's intention. Knapp and Watkins stated that types of the text in English are divided into several types. They are genre of describing, explanation, intucting, arguing and narrating. These variations are known as genre³⁴. However, Gerot and Wignel classify the genre into thirteen types, they are:

1. Recount

Recount text is a text telling someone what you have done.

2. Report

Report is a text to describe the ways things are with reference to a range of narural, Mde and social phenomena in our environment.

3. Spoof

It is a text to retell an event with a humorous twist

4. Analytical Exposition

³⁴ *Ibid*, p.97-220

Analytical Exposition is a text to persuade the reader or listener that something is the case.

5. News Item

News Item is a text to inform readers, listeners, or viewers about events of the day which are considered news worthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to assume, entertain, and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure text is a text that describes how something is accomplished through a sequence of actions or steps.

9. Description

Description text is text to describe a particular person, place or thing

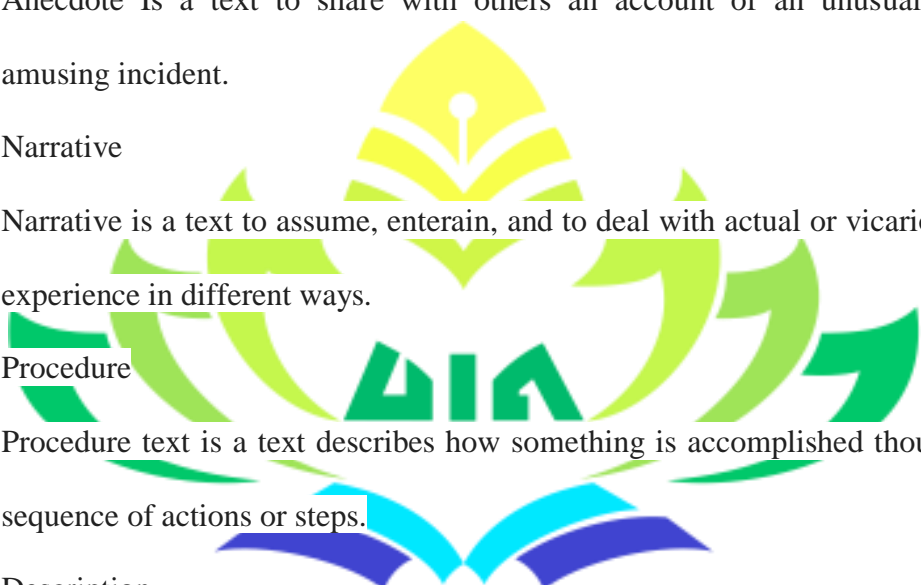
10. Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

12. Discussion



Discussion text is a text to present (at least) two point of view about an issue.

13. Reviews

Reviews are a text to critique an art work or event for a public audience³⁵.

Based on the explanation above, it can be inferred that there are some type of text. For each types of text have different purpose and function. In this research, only one text would be discussed further to know the ability of students to comprehend which is recount text. The researcher chose recount text because from the preliminary research by interviewed the teacher. The teacher have problem to teach reading especially reading comprehension on recount text. So, the researcher concluded focusing on recount text.

G. **Concept of Recount Text**

There are many kinds of text in English. Every text has the difference in definition, social function, language features, and generic structure. In this case the researcher will focus on recount text.

1. Definition of Recount Text

According to Anderson, recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount paragraph means that form text telling about someone experience in the past, there for the experience of the readers themselves, such us their adventure and their day's activities.³⁶

³⁵ Linda Garot and Peter Wignell, *Making Sense of Fundamental Grammar*, (New South Wales: Gerd Stabler, 1994), p. 192-220

³⁶ Anderson, *Text Type in English I and II* (Sount Yarra: Machmillian Education Australia, 1997), p. 48

Recount is a kind of text which retells the action happened in the past. According to Cahyono, recount text is telling the experiences in the past. A recount text presents the past experience in the series of events in detail.³⁷ It means that recount text is the text is a type of text that retells an event in the past.

Recount text is retells about events or experiences in the past. According to Knapp and Watkins, recount is the simplest text type in the genre. It means that recount is the easy text for a reader appropriate with genre. In another notion, Saragih, Silalahi, and Pardede state that recount text tells about events series and evaluate their meaning in some way.³⁸ The recount story has feeling expression that usually made by writer about the events series

Based on the explanation above, it can be concluded that recount text is a kind of a text that retells past event, to give the information to the readers about the past events.

2. Generic Structure of Recount Text

Additionally, the generic structure of recount text is described as follow :

- a. Orientation: Giving background information about who, what, where and when.

³⁷ Bambang Yudi Cahyono, *Teaching English by Using Various Text Type*, (Malang: State University of Malang Press, 2011), p.14

³⁸ Natanel Saragih, Roswita Silalahi, and Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Permatang Siantar*, IQSR Journal and Social Science, Vol. 19, (2014), p.57. Available on <https://pdfsourceslQSR-d234d2g2vv4bn>. accessed on Tuesday 09 April 2019.

- b. Events: A record of events usually recounted in chronological order.
- c. Reorientation: which "rounds off" the sequences of events or retell about what happened in the end.³⁹

3. Language Features of Recount Text

- a. Introducing personal participant (I, my group, etc,)
- b. Using chronological connection (First, then, next, etc,)
- c. Using linking verb ; (Was, were, saw, heard, etc,)
- d. Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
- e. Using simple past tense ; (S + V2), saw, went, etc.⁴⁰

4. Types and example of recount text

According to keir, there are three types of recount text. There are:

- a. Personal recount

Personal recount is these that the writer or that has experienced Personally. It means that personal recount is a story that tells about activities whereas the writer or speaker involves or do by her or himself. This type uses first pronoun (I, we). Example of personal recount:

³⁹ Wardiman, Artono et al, *English in Focus for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008), p.70

⁴⁰ M. Sudarwati and Eudia Grace, *Pathway to English 1*, (Pt GeloraAksara Pratama : Erlangga 2014), p.14.

A Trip to the Zoo

Orientation

Yesterday my family went to the zoo to see the elephant and other animal.

Events

When we got to the zoo, we went to the shop to buy Some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

Re-orientation

When we returned home we were tired but happy because we had so much fun.⁴¹

Figure 1. Example personal recount

b. Factual Recount

Factual recount records the details of a particular incident.

A factual recount is concerned with recalling accurately. This type uses the third person pronouns (he, she, it and they). Some example include: accident report and historical recount. Example of factual recount:

Man Charged with Pushing Old Woman down Bus

Orientation

SINGAPORE – The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court. Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.

Events

Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus. The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road.

Re-orientation

A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus. Ong's lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in December.⁴²

Figure 2 example of factual recount

⁴¹ <https://luthan.com/contoh-recount-text/accesed> on 06th, 2019, 7 p.m.

⁴² <https://maudisini.com/contoh-recount-text/accesed> on 06th, 2019, 7 p.m.

c. Imaginative Recount

Imaginative recount give details of what might have happened in the past. It means that imaginative recount describes an imaginary role and gives details of imaginary events.

Example of imaginative recount text.

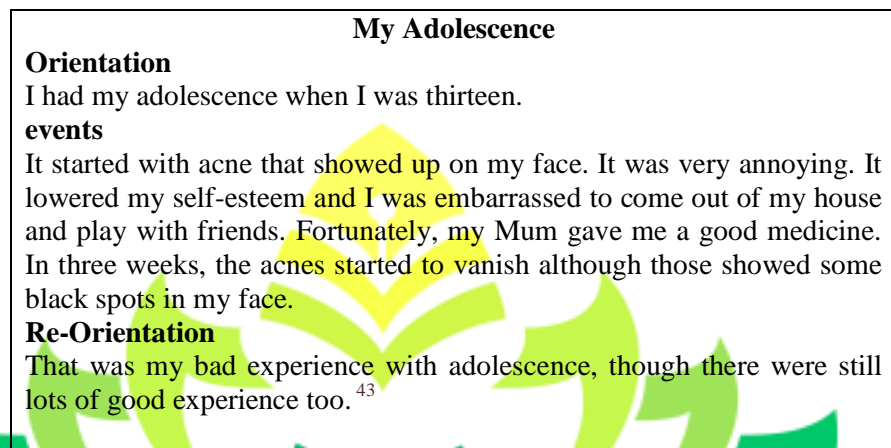


Figure 3 example of imaginative recount

Based the explanation, the focus of the researcher was personal recount. It was because personal recount text has been taught to the students and also appropriate with the syllabus on the first semester of the tenth grade of SMK IT ICERA. (See Appendix 9 on page 123)

H. Concept of Comic Strips

Comic strip is a printed paper consisting of images and incorporated with text. It is also categorized as one of the media of teaching in the classroom. In addition, comic strips are often regarded as interesting and motivating media. Comic strips provide the structure and stimulus to which

⁴³ <https://informasiana.com/contoh-recount-pengertian-dan-struktur-nya/>, accessed on 06th, 2019, 7 p.m.

students respond and since stories are universal⁴⁴. It means that teaching uses comic strips make the teacher easier to give the materials to be given to students in the classroom. Comic strips that incorporate text with visual representations offer teachers a great tool for helping children develop their visual literacy skills.⁴⁵

According to Liu, comic strip is as a series of pictures inside boxes that tell a story.⁴⁶ It means that the stories are made with images to make the learning process more interesting, especially when learning reading. With comic strip, students will be helped by the images related to the story that students will read. Students will more easily understand the contents of the text with the help of images.

Comic strips is a cartoon or a well – arranged pictures that tells a story⁴⁷. It means that comic strips are the series of sequential images that have a connection between one image and another, sometimes assisted with writing that serves to strengthen the ideas to be conveyed. Because there is a picture

⁴⁴ Roya Khoii and Zahra Forouzesh “Using Comic Strips with Reading Texts: Are We Making a Mistake”, Literacy Information and Computer Education Journal (LICEJ), Vol. 1 No. 3 (September 2010), p.169. Available on <https://usingcomicstripdeithreading-org-google-source> on Tuesday 01 March 2019.

⁴⁵ Claudia J. McVicker “Comic Strips as a Text Structure for Learning to Read”, *International Reading Association*, Vol. 61, No. 1 (September 2007). P. 85. Available on <https://source-org-dpfsjournalinternationalreadingassociate> accessed on Tuesday 09 April 2019.

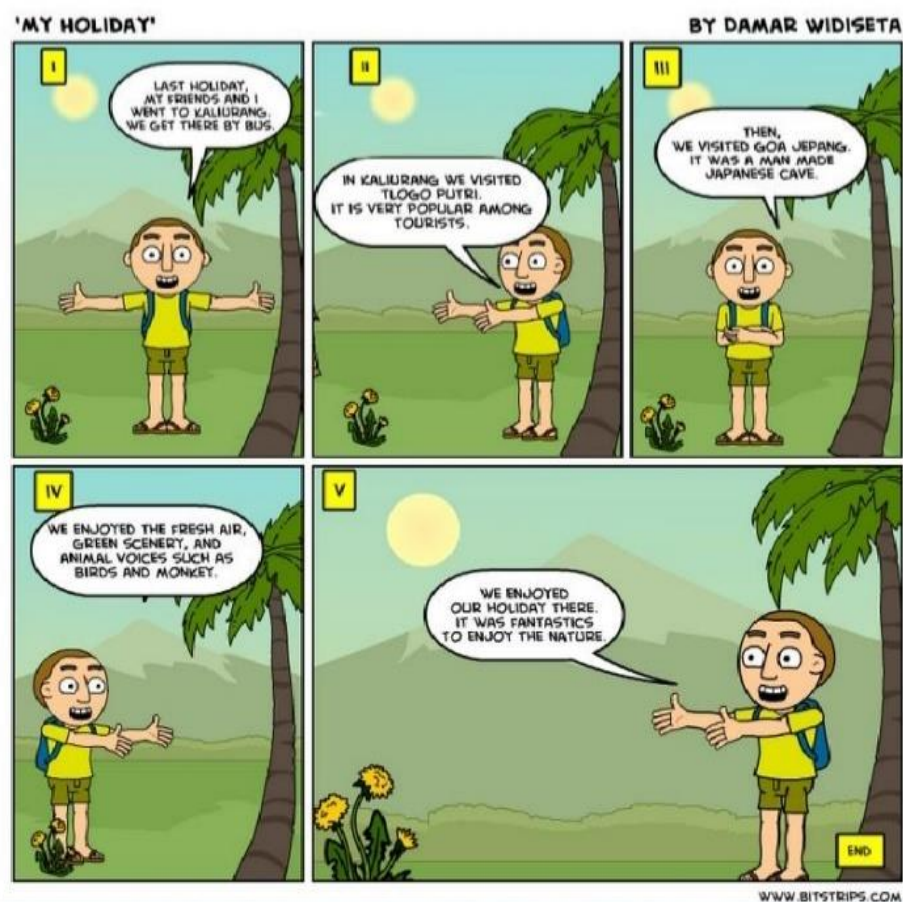
⁴⁶ Jun Liu, Effect of Comic Strips on L2 Learners’ Reading Comprehension”, *Tesol Quarterly*, Vol. 38, No. 2, 2004, p. 229. Available on <https://34rgGr5YYHgr-JOURNALSOURCE-comic> accessed on Tuesday 09 March 2019.

⁴⁷ Yusda Humola and Rasuna Talib, “Enhacing the Students Writing Ability by Using Comic Strips”, *Prosiding ICTTE FKIP UNS*, Vol. 1 No. 1 (2016), p. 616. available on <https://pdfs-source-comic.org/eab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf> , accessed on Tuesday 2 April 2019

in the text, it makes students interested in reading. With the comic strip can help students easily understand the contents of the text with image support.

In summary, comic strip is a sequence of the picture that usually funny. It has the story that makes it is different from ordinary pictures. There is dialogue in the comic strip that conveys the story. In teaching English though comic strip, the students are expected to be more interested in English learning activity. The students have to elaborate the story in the comic strip into recount. To do so, They have to understand to meaning or purpose of the text.

1. Example



2. Teaching Reading Using Comic Strips

According to Ravelo speech balloons and boxes are used to indicate dialogue and impart establishing information, while panels, layout, gutters and zip ribbons can help indicate the flow of the story.⁴⁸ It means that comic strip will help students engage with the text and then comprehend it easily. In addition, Pictures are there to help students understand the story. Once student are engage and understand part of the story, they will want to find out more. One of the interesting appropriate media in teaching reading is comic.⁴⁹ Using comic strips in teaching learning process, teachers can take advantages of motivating students. Comic strips have a sequence story.⁵⁰ It motivates students to continue reading and become more involved in the content of the story. Comic strips can be used in reading teaching media which is an essential component of a language. Using comic strips in process teaching learning make the teacher easy, especially students reading comprehension.

There are procedures to teaching reading by using comic strips based on Carolina:

⁴⁸ Ravelo, Livia Carolina, *The Use of Comic Strips As A Means Of Teaching History In The EFL Class: Proposal Of Activities Based On Two Historical Comic Strips Adhering to the Principles of CLIL*, *Latin American Journal of Content and Language Integrated Learning*, 6(1), p. 1-19. Available on <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/4586>, accessed on Monday 7 July 2019

⁴⁹ Maulana Yondrizal and Fitrawati, "Teaching Reading By Using Comic Strips To Improve Junior High School Students' Comprehension", *Journal Of English Language Teaching*, Volume 6 No. 1 (September 2017), p. 126. Available on http://webcache.googleusercontent.com/search?q=cache:K_mw9km2tF0J:jurnal accessed on Monday 1 April 2019

⁵⁰ Yusda Humola and Rasuna Talib, Op, cit, p. 616. available on <https://pdfs-source-comic.org/eab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf> , accessed on Tuesday 2 April 2019

- a. The teacher distributes materials / media in the form of a collection of comic strips to the students and make sure all students get the material.
- b. Teacher explains what activities students will do later.
- c. Teacher ensure all students are able to read properly and well, that is by asking a few students who are considered less able to read it back.
- d. Teacher evaluates students to see if they really understand what they read.⁵¹

3. Advantages of Comic Strips

Firstly, comic strip is an educational tool in motivating students. He stated that before students thought in words, they felt in pictures. By using comic strips in teaching learning process, teacher can advantage of motivating students. Secondly, comic strip is as visual medium. He indicated that students will read the printed materials with equal effectiveness. Thirdly, comic strip can be said as a permanent media in learning. It means that students can read and write a text in the classroom or their home by using comic trips. Fourthly, teacher can introduce popular culture into their classroom easy and effectively through comic strips⁵².

⁵¹ Andrew Smith, *Teaching with Comics*: (University of Lethbridge: Canada, 2006), p. 06

⁵² Yusda Humola and Rasuna Talib, *Op. cit.*, p. 616. available on <https://pdfs-source-comic.org/eab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf> , accessed on Tuesday 2 April 2019

Based on the explanation above, the advantages of comic strip are a media make the students learning process more interesting and with the support of images, the students would be more interested and excited to know the gist of the text.

4. Disadvantages of Comic Strips

Many advantages of comic strips, but beside that there are some disadvantages of comic strips, they are:

- a) Not easy to find appropriate comic strips.
- b) Limited range of facial expression.
- c) Need more time to search or to make it.⁵³

In short, the disadvantages of comic strip there are the teacher not easy to find the media so the feature research can find in the internet in source <http://rydhasnote.blogspot.com/2012/06/comicstrip>, you can find the other expression related the comic strip, and continue to quickly find the source by opened the blog address above.

I. Demonstration Method

1. Definition of Demonstration Method

Demonstration means an act of showing something by proof or evidence. From definition it can be seen that the purpose is to show and to explain how something works or is accomplished. So that the

⁵³ Atik Rokhayani and Aisyah Ririn Perwikasih Utari “*The Use Comic Strips as an English Teaching Media for Junior High School Students*”. Language Circle Journal of Language and Literature Vol. 8 No. 2 (April 2014), p. 148. available on <https://pdfs-source-comic.org/demontrationeab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf>, accessed on Tuesday 2 April 2019

audiences get the message clearly since they listen, know, and see the steps of how something is done.

Burton, et.al argued the demonstration method, when properly selected and used, it is very effective. It is not universal method, however demonstration are most likely to be successful in teaching operative skills, in developing understandings, in show how to carry out new practice and in securing the acceptance of new and improved way to doing things.⁵⁴

Demonstration method develops students' understanding or makes them easier to understand how something is done. So students find it easy to demonstrate their reading comprehension.

2. Procedure of Demonstration Method

The following are the procedures of applying the demonstration method :

a. Planning and preparation

The teacher plans the steps in the demonstrational process, including the things that should be done and the key points to be emphasize with each step. And also prepare apparatus required for the experiment.

b. Introducing of the lesson

⁵⁴ Morgan, Barton, et.al., *Method in Adult Education (3rd Ed)*, (Danville: The Interstate Printers & Publisher, Inc. 1976), p.157. available on <https://pdfs-source-comic.org/demonstrationeb9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf> , accessed on Tuesday 2 April 2019

The teacher explains the goal of the learning, so that the students know what they will do.

c. Performance

In performance, the teacher has to focus on the students whether they can view the object of what the teacher performed. Then, the teacher demonstrates each step carefully and adds demonstration with illustration and explanation.

d. Supervision

The teacher asks students to demonstrate their recount text with the previous performance, the generic structure, language features.⁵⁵

Based on the explanation, the researcher used procedure from demonstration method because media cannot stand alone so the media should have this method to complete the procedure. From the procedure of demonstration method, the researcher able to make the lesson plan to teach reading comprehension using demonstration method with media comic strip.

3. The Advantages of Demonstration Method

Barton, et.al., divided there are seven advantages of demonstration method:

a. Demonstrations attract and hold attention; they are interesting.

⁵⁵ Morgan, Barton, et.al., *Method in Adult Education (3rd Ed)*, (Danville: The Interstate Printers & Publisher, Inc. 1976), p.157. available on <https://pdfs-source-comic.org/demonstrationeb9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf>, accessed on Tuesday 2 April 2019

- b. Demonstration present subject matter in a way that can be understood easily.
- c. They convince those who might otherwise doubt that a thing could be done, or that they themselves could do it.
- d. The demonstration method is objective and concrete.
- e. Demonstrations permit the teaching of theory along with practice.⁵⁶

Based on the explanation of the advantages of demonstration method, the students are accustomed in reading comprehension. The students will more attractive in learning reading comprehension because the teachers are allowed the student to demonstrate their result of learning. Therefore, in using demonstration method the teacher will more easily provide reading material.

4. Disadvantaged of Demonstration Method

- 1. It is waste of time to repeat the matter already presenting the text.
- 2. If the teacher very fast, the students cannot easy to understand
- 3. There are not cooperative and interaction between the teacher and students in the process.⁵⁷

Based on the explanation, the teacher should create or search the text that can be adjust to the time on the class. The teacher should pay

⁵⁶ *Ibid*, p.157

⁵⁷ Morgan, Barton, et.al., *Method in Adult Education (3rd Ed)*, (Danville: The Interstate Printers & Publisher, Inc. 1976), p.159. available on <https://pdfs-source.comic.org/demontrationeab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf> , accessed on Tuesday 2 April 2019

attention at the situation, so that students know and understand about the material and teacher must cooperative and interact in order to create an active learning process.

J. Concept of Short Story

One of literatures is short story. According to Lazar short story is a work of fiction. It tells one event in every concentrated way, describes something at moment of crisis, introduces people who are told to not really exist, has plot and characters who are some how connected which each other ⁵⁸. From the definition above, it is clear that short story is a simple literary text which can be considered to be use as material in learning language because of its distinctive features.

Based on the explanation above, the writer concluded that short story is defined as a short fictional narrative in prose that can be read in short time. Besides, it also has some distinctive features that will make the reader be more enjoyed in reading it than other.

K. Advantages Short Story

There are several advantages of using short story, they are:

1. Short story are considered as highly useful resource material in EFL, classroom as they provide rich linguistic input, effective stimuli, for students to express themselves in other languages, and a potential source of learners motivation.

⁵⁸ Gillian Lazar, *Literature and language Teaching: A Guide For Teacher and trainers*, (Cambridge: Cambridge University Press, 1985), p. 73

2. They can be the main teaching material in reading comprehension class as well as can supplement the main course materials for the in class and out of class activities of foreign language teaching, learning, and practice.
3. Stories can more beneficial than any other international materials, in stimulating the acquisition process. So, they should form an important place in the teaching material, selected by the EFL teachers, to teach reading comprehension skill.

Based on the explanation the advantages of short story, the students feel interested in the story that provided because the story contained last story and the text easily to find in book or internet.

L. Disadvantages Short Story

Using children short stories in terms of level of the text which is difficult especially for struggling readers since it is actually intended for the children in native language country. Nevertheless, it can be overcome by carefully selecting children short stories and planning the activities creatively to make the students have direct experience to the reading process⁵⁹.

Based on the explanation the disadvantages of short story, the teacher should equalize the level of students reading comprehension, so that all the students can easily understand the contents of the reading text.

⁵⁹ *ibid*, p. 4

M. Procedure of Teaching Reading Comprehension in Recount Text by using Demonstration Method with Short Story

In order to achieve the goal in reading comprehension, there are some important steps to help students comprehend the text. Those steps of lecturing technique:

Pre-Reading Activities

An ideal EFL, reading comprehension skill class should begin with stimulating pre-reading activities. The purpose is to arouse the interest of the students in the text; such as activities will help in preparing them for what will follow after. The ELF teacher can use various activities for this purpose such as showing pictures of great people writers, places, structures, and can ask the students if they know anything about these things. In pre-reading activities, the EFL teachers can give meanings of difficult words as well as can also give certain clues to the story to arouse the learners' interest in the story.

While-Reading Activities

The pre-reading activities should be followed with the while-reading activities. In the while-reading activities, the EFL teacher can ask various questions to the students such as looking for specific information in the text, specific type of structure or a word/phrase. During this stage, teacher should demonstrate first and then ask the students to read. It is preferred that the teacher asks the learners to read silently first and then

loudly in the class. This gives the students opportunity to practice reading, while correcting themselves.

After-Reading Activities

After reading the text, the teacher can give various post-reading of after-reading activities. These can be asking simple factual questions, to test students' general comprehension, followed by advanced questions where students will be required to think critically for answering ⁶⁰.

Based on the explanation above, it can be concluded that there are some steps that can be followed by the teachers when they are going to teach reading using media short story. Those steps can guide the teacher in teaching.

N. Frame of Thinking

Reading is an important activity in life, because reading will give us a lot of new knowledge. For students, reading is an important skill in learning English to achieve the academic success. Therefore, they should have good reading ability by comprehend the reading text. If their comprehension is well, they can get the information or meaning from the text. So it is very helpful for them.

⁶⁰ Mustafa Mubarak, P and Zamzan Emhemmad M, A, "Interesting the Role of Short Stories in Overcoming the Problems Faced by the Libyan EFL Learners in Reading ComprehensionSkill, *The Criterion An International Journal in English*, Vol. 12, 2013, p.7. available on <https://pdfs-source-comic.org/shortstoryeab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf> , accessed on Tuesday 2 April 2019

The reading ability to comprehend the text is no easy, because in learning process was found some student's problems such as they have lack of vocabulary and their reading interest is less. Therefore, by using a specific learning media in reading comprehension will be a problem's solving.

Comic strip is media used by the teacher also gives a great effect on influencing students' reading comprehension. Teaching reading through comic strips is considered as an interesting teaching strategy. comics are usually funny; therefore, applying them to methodological purpose have the same effect as using games in teaching English, it brings a cheerful atmosphere into the class. Student's boredom will be vanished if the teachers employ interesting media in teaching. If the students are attracted to the lesson, then the teaching activity will go smoothly and the students will understand the lesson.

Based on the explanation above, it can be concluded that using Comic Trips towards reading comprehension is effective way to students' reading ability. It helps the students to understand the meaning of the text because they can see the pictures support and give contribution make them active in the learning process, and students are easily get the conclusion of the text, therefore they can answer the reading question based on the text correctly.

O. Hypotheses

Based on the explanation, the hypothesis can be proposed as follows:

H_a : There is significant influence of using Comic Strips towards students' reading comprehension on Recount text at the first semester of tenth grade of SMK IT ICERA Babatan in Academic Year 2019/2020

H_o : There is no significant influence of using Comic Strips towards students' reading comprehension on Recount text at the first semester of tenth grade of SMK IT ICERA Babatan in Academic Year 2019/2020



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